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# Literature Analysis on Classroom Management in Early Childhood Education in Indonesia

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## Abstract
Effective classroom management in Early Childhood Education (ECE) in Indonesia is vital for creating a structured and engaging learning environment that accommodates the diverse cultural backgrounds and developmental needs of young learners. This study explores classroom management strategies at the ECE level through a comprehensive literature review, focusing on their role in fostering cognitive, social, and emotional development. By analyzing scientific articles, journals, and research reports, this research identifies key strategies, including: (1) play-based learning approaches, (2) flexible and responsive classroom layouts, (3) effective teacher-child communication, and (4) the development of self-regulation through consistent routines. The findings reveal that effective classroom management enhances children’s engagement, reduces behavioral issues, and promotes an inclusive and positive learning atmosphere. This study underscores the importance of culturally relevant approaches and offers practical insights for educators, policymakers, and curriculum developers. It also highlights the need for continuous teacher training to improve classroom management competencies. By addressing gaps in the existing literature, this research contributes to the development of tailored frameworks for Indonesia’s diverse educational context, ultimately supporting improved learning outcomes for young children.

**Keywords:** Classroom management; ECD; classroom management strategies; self regulation; play-based approach.



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## Introduction

Classroom management at the Early Childhood Education (ECE) level in Indonesia is a very important aspect in ensuring effective and optimal learning. ECD is the golden period of child development, where character building, social values, and cognitive fundamentals occur. At this stage, PAUD teachers are not only tasked with providing learning materials, but must also be able to manage a learning environment that is safe, comfortable, and stimulates children's developmental potential to the fullest.

Classroom management in ECD includes various aspects that aim to create a learning environment conducive to early childhood development. According to (Zarotis et al., 2019), classroom management is the teacher's ability to create a supportive learning atmosphere and minimize distractions that can hinder the teaching and learning process. In ECD, classroom

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management is not only concerned with the physical organization of the classroom, but also with the organization of the classroom. involves pedagogical approaches that are appropriate to children's cognitive, social, and emotional development (Abdul Kader, 2020; Karuppiah, 2021; Majumdar & Mooij, 2020).

Although the importance of classroom management has been recognized by educators, the reality is that many PAUD institutions in Indonesia still face various challenges in its implementation. One phenomenon that is often found is the unbalanced ratio of teachers and students, especially in remote areas. In Indonesia, based on the 2018/2019 Early Childhood Education Statistics compiled by the Education and Culture Data and Statistics Center, many PAUD institutions have far more students than teachers. This makes it difficult for teachers to manage the class effectively.

In addition, lack of educational facilities is also a common problem in many ECD centers, especially in areas where infrastructure access is still limited. Many ECE classes do not have enough space to implement ideal classroom management strategies, such as the center approach which requires large spaces and specialized equipment. Teachers often have to use limited teaching methods due to these limited facilities.

Another phenomenon is the diverse socio economic backgrounds of children in the same ECD class. Children from low socio-economic families often come to school with emotional problems, such as lack of parental attention, poor nutrition, and limited access to learning stimulation at home. This adds to the challenges of classroom management, where teachers not only have to provide academic learning but also deal with complex social-emotional issues.While much research has been conducted on classroom management, most of these studies focus on classroom management at the primary and secondary education levels. Few studies have specifically addressed classroom management at the ECD level, particularly in the Indonesian context. This creates a significant research gap.

Research that has been conducted in developed countries on classroom management in ECD is often not fully relevant to the Indonesian context. In developed countries, more ideal student-teacher ratios, stronger government support, and adequate educational facilities are important factors that enable optimal implementation of classroom management strategies. However, the situation in Indonesia is different, especially in rural or underdeveloped areas, which lack adequate facilities, human resource support and teacher training. In addition, there is a gap between theory and practice. While various classroom management approaches have been taught in teacher training and education, ECD teachers in the field often find it difficult to implement them. Lack of ongoing training and supportive educational resources often leads teachers to rely on traditional approaches that are less suited to the developmental needs of young children.

From the studies discussed, it appears that effective classroom management strategies in ECD include the center approach, a focus on social emotional development, and play-based learning. However, the implementation of these strategies in Indonesia is still faced with challenges such as high teacher-student ratios, limited facilities, and diverse socio-economic backgrounds of children. In addition, there is a gap between theory and practice, especially in the context of teacher training and resource support. The most glaring research gap is the lack of specific studies on ECD classroom management strategies in Indonesia, especially in remote areas and with diverse socio-economic conditions. In addition, there is a need for more in-depth research on how the various strategies can be adapted to the unique local context in Indonesia, as well as how policy interventions can support the effective implementation of these strategies.

This study provides a comprehensive analysis of classroom management strategies specifically within the context of early childhood education (PAUD) in Indonesia, an area that remains underexplored in existing literature. By synthesizing recent findings, this research highlights best practices, challenges, and culturally relevant approaches, offering valuable insights for educators, policymakers, and curriculum developers. The study contributes to the

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development of more effective classroom management frameworks tailored to Indonesia's diverse educational landscape, ultimately enhancing learning outcomes for young children. In Indonesia, a significant gap exists between the theoretical models presented in PAUD teacher training and the realities of classroom practice. Many training programs offer idealized classroom management strategies that often do not account for local challenges such as limited resources, diverse cultural backgrounds, and varying class sizes; as a result, PAUD teachers frequently find these methods difficult to implement effectively in their unique contexts (Arianingsih & Mulyawan Setiana, 2018; Interdiana Candra Sari et al., 2023; Yusuf et al., 2019).

This study is essential in addressing the complexities faced by PAUD teachers in Indonesia, particularly in bridging the gap between theoretical training and classroom realities. However, it is crucial to further emphasize how its findings can provide practical implications for education policy and teacher training development. By identifying the misalignment between training content and on-the-ground challenges, this research offers recommendations for more contextually relevant teacher training programs and adaptive classroom management strategies. These insights can guide policymakers in designing professional development initiatives that equip PAUD teachers with practical, flexible, and culturally responsive strategies (Nulfita, 2014; Rahmawati & Nugroho, 2021)

Thus, there is a need for further research that focuses on ECD classroom management strategies in Indonesia, including how to overcome the challenges teachers face in implementing them. This research is important to provide more appropriate guidance for ECD teachers in dealing with the complex and dynamic realities of classroom management in Indonesia. This research seeks to fill this gap by conducting a comprehensive literature review and analyzing the implementation of classroom management strategies in ECD centers in Indonesia.

The formulation of the problems in this study are what are the effective classroom management strategies at the PAUD level, how are these strategies implemented in Indonesia, especially in areas with limited educational infrastructure, what are the main challenges faced by PAUD teachers in implementing classroom management strategies, and how is the implementation of classroom management strategies in PAUD in urban areas compared to rural or remote areas in Indonesia different. Furthermore, the objectives of this study are to Identify effective classroom management strategies at the ECD level, Analyze the implementation of classroom management strategies in ECD in Indonesia, Explore the challenges faced by ECD teachers in implementing classroom management strategies and Compare the implementation of classroom management strategies in urban and rural areas in Indonesia.

## Methodology

This research uses the literature review method. Literature review is a systematic method to identify, evaluate and synthesize relevant research on a particular topic. In this study, the topic reviewed was classroom management strategies at the Early Childhood Education (ECED) level in Indonesia. A literature review allows researchers to gain in-depth insights from various scholarly sources (Creswell, J. W., & Creswell, 2012; Creswell & Creswell, 2018; John W. Creswell, 2009; Weyant, 2022).

The data sources in this study are secondary data derived from scientific journal articles, books, dissertations, research reports, and policy documents related to ECD classroom management in Indonesia. These sources were obtained through searches of academic databases such as Scopus, Web of Science, and Google Scholar, and local journals relevant to the research topic (Booth et al., 2016; Hart, 2018).

Data collection in this literature review was conducted through a systematic search of various online databases using keywords such as ECD classroom management, classroom management strategies, early childhood education in Indonesia, and ECD classroom. Relevant articles were selected based on the following inclusion and exclusion criteria:

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**Tabel 1. Research Criteria**

| Criteria | Description | Reference |
|---|---|---|
| Inclusion | 1. Articles within the last 10 years (2013-2023).<br>2. Focus on early childhood education in Indonesia.<br>3. Relevant studies on classroom management strategies. | (Booth et al., 2016) |
| Exclusion | 1. Articles that are not relevant to ECD or classroom management.<br>2. Articles that only discuss education outside Indonesia.<br>3. Articles that do not have a methodology clear | (Hart, 2018) |

Data were analyzed using the content analysis method. Each selected article will have its information extracted, specifically related to classroom management strategies used at the ECD level. The articles will be coded to identify common themes and specific strategies employed. Furthermore, these themes will be grouped and synthesized to provide an overview of effective classroom management practices in PAUD in Indonesia (Krippendorff, 2022; Mayring, 2014). The results of the study will be presented in the form of tables and descriptive narratives. The table will include a summary of classroom management strategies identified from the literature. In addition, there will be narrative explanations discussing the effectiveness and relevance of these strategies in the Indonesian ECD context (Bryman, 2016; Yin, 2018).

Content analysis is a systematic method used to analyze textual data by identifying patterns, themes, or meanings within the content. In the context of classroom management in PAUD, the process generally involves the following stages: 1) Data Coding**.** The first step involves collecting relevant literature and systematically coding key concepts related to classroom management. This can be done using open coding, where researchers identify recurring words, phrases, or concepts (Krippendorff, 2022). 2) Theme Validation**.** After initial coding, similar codes are grouped into broader themes. Researchers refine and validate these themes through triangulation, peer debriefing, or expert validation to ensure reliability and consistency (Elo & Kynga¨s, 2007). This process helps confirm whether themes accurately represent the data and whether additional categories need to be included. 3) Data Interpretation**.** The validated themes are analyzed to derive meaningful insights. This involves examining how the themes relate to theoretical frameworks and practical implications. For example, if multiple sources highlight that PAUD teachers struggle with large class sizes, this theme can be interpreted as a systemic issue requiring policy intervention (Bengtsson, 2016).

## Results and Discussion

### Identifying effective classroom management strategies at the pre-school level

At the early childhood education (ECE) level, effective classroom management plays an important role in supporting children's social, emotional and cognitive development. Some effective classroom management strategies include: a) Establishing Routines and Structure where consistent routines help children understand the expectations of the classroom. This structure also provides a sense of security for children so they can learn and play optimally, b) Proactive Approach where Teachers are expected to predict and prevent unwanted behavior by implementing prevention strategies such as giving clear instructions, praising positive behavior, and creating an engaging environment, and c) Positive Behavior Support. Focusing on reinforcing positive behavior rather than punishing negative behavior is one strategy that has proven to be effective. Providing positive reinforcement such as praise or rewards to children who behave as expected can encourage good behavior in the classroom.

This is reinforced by the theory (Zarotis et al., 2019) emphasizing that structure and routine help reduce disruptive behavior and create a more conducive classroom atmosphere. According to (Marzano et al., 2003) suggests that a proactive approach is more effective than reactive because it reduces the likelihood of disruptive behavior occurring. In theory (Sugai &

Horner, 2014) highlighted that positive behavior support can help in creating an inclusive and productive learning environment.

**Analyzing the Application of Classroom Management Strategies in ECD in Indonesia**

In Indonesia, the implementation of classroom management strategies in PAUD still varies widely depending on socio-economic background, geographical location, and teacher training. Some of the findings from this study include: a) Inconsistent Implementation. In many PAUDs, especially in rural areas, effective classroom management strategies are often not implemented consistently. This is due to lack of teacher training, limited resources, and low awareness of the importance of good classroom management, b) Better Implementation in Urban Areas. In urban areas, classroom management is generally more structured and systematic. Teachers tend to have better access to training and teaching materials, making the strategies more effective, and c) Reliance on Experience. Many ECD teachers in Indonesia rely more on their practical experience and instincts rather than research-based approaches. This can lead to large variations in classroom management effectiveness.

This is reinforced by the theory (Moerdisuroso, 2022) that good classroom management requires appropriate and continuous training so that teachers can implement strategies that suit the needs of students.

**Exploring challenges faced by early childhood teachers in implementing classroom management strategies**

ECD teachers in Indonesia face a number of challenges in implementing classroom management strategies, including: a) Limited Training. Many ECD teachers, especially in remote areas, do not receive adequate training on classroom management. This limits their ability to implement effective strategies in the classroom, b) Limited Resources. Limited facilities, teaching aids and technical support in some ECD centers, especially in rural areas, are also major barriers to classroom management, c) Large Class Size. In some areas, ECD classes have too many students for teachers to provide individualized attention. This makes it difficult to implement personalized and effective management strategies, and d) Variation in children's abilities: Children in ECD have widely varying levels of development. Developing classroom management strategies that suit the needs of each child is often a big challenge for teachers.

In his theory (Pianta, 2004) explains that to meet these challenges, stronger policy support and continuous training and professional development for early childhood teachers are needed.

**Comparing the Implementation of Classroom Management Strategies in Urban and Rural Areas in Indonesia**

The implementation of classroom management strategies in ECD centers in urban and rural areas shows significant differences: a) In Urban Areas; More structured and systematic due to government policy support, access to training, and adequate facilities and The use of modern technology and approaches, such as classroom management applications and project-based methods, is more common in urban PAUD, b) In Rural Areas; The main challenges are limited resources and access to quality training. Teachers often have to find creative solutions using the resources available in their environment. Classroom management strategies are simpler and often rely on traditional methods, such as the use of corporal punishment which is still found in some areas, despite being banned.

In line with the theory (Liu et al., 2023; Norbert Károly, 2020; Peng, 2024; Wood, 2023), the geographical and socio-economic context influences the implementation of classroom management strategies in ECD. In more developed areas, access to teacher education and resources makes classroom management more effective.

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This research shows that the implementation of effective classroom management strategies in ECD centers in Indonesia is mixed. While strategies are more advanced and structured in urban areas, rural areas still face major challenges. Long-term solutions require investment in adequate teacher training and resource development for all regions in Indonesia.

In resource-limited PAUD settings in Indonesia, classroom management strategies must be flexible and contextually relevant to address challenges such as large class sizes, inadequate teaching materials, and diverse student needs. Several adaptation strategies include: a) Optimizing Classroom Layout and Low-Cost Learning Aids; Teachers can restructure the classroom to maximize space efficiency, using seating arrangements that encourage interaction and minimize disruptions. Additionally, they can create DIY (Do-It-Yourself) teaching aids from locally available materials, such as recycled paper for visual charts or storytelling props (Hikrawati, 2022), b) Collaborative Learning and Peer Support; Given limited teacher resources, implementing peer-assisted learning strategies can be effective. Older or more advanced students can help younger peers with basic tasks, fostering a cooperative learning environment while easing the teacher's burden (Wardah Ningsih et al., 2020), c) Culturally Relevant Classroom Management Approaches; Classroom rules and routines should align with local cultural values to enhance student engagement and compliance. Using traditional songs, storytelling, or movement-based activities rooted in local traditions can help reinforce discipline in a non-coercive manner (Rahmawati & Nugroho, 2021), d) Strengthening Parent and Community Involvement; Engaging parents and the community in classroom activities can provide additional support, such as helping create learning materials, assisting during activities, or reinforcing behavioral expectations at home (Zukhairina et al., 2020), and e) Adaptive Behavior Management Techniques; Instead of punitive discipline methods, teachers can use positive reinforcement, such as verbal praise, reward systems, or role modeling, to encourage good behavior, even in environments with limited material incentives (Mahon et al., 2020).

By applying these strategies, PAUD teachers can create effective learning environments despite resource constraints, ensuring that young children receive quality early childhood education tailored to their specific conditions.

Classroom management in early childhood education (PAUD) differs significantly between urban and rural areas in Indonesia due to variations in socioeconomic conditions, resource availability, and teacher support systems. These differences create distinct challenges and opportunities that impact the effectiveness of classroom management strategies.

**Teacher-Student Ratio and Resource Availability**

Urban PAUD institutions tend to have smaller class sizes and better access to teaching materials, while rural schools often struggle with overcrowded classrooms and limited infrastructure (Zukhairina et al., 2020). According to the Ministry of Education and Culture (Kemendikbud, 2023), urban PAUD schools have an average teacher-student ratio of 1:15, whereas in rural areas, it can reach 1:30 or more. This discrepancy affects teachers' ability to provide individualized attention and implement effective classroom management strategies.

**Parental Involvement and Socioeconomic Status**

Parental involvement plays a crucial role in reinforcing classroom management strategies. In urban areas, parents are more likely to be involved in their children's education, often due to higher levels of education and awareness of early childhood development (Rahmawati & Nugroho, 2021). Conversely, in rural areas, economic pressures often require parents to work long hours, limiting their engagement in school activities. A survey by BPS (2023) found that 68% of urban parents participate in school-related activities, compared to only 42% in rural areas.

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**Cultural Norms and Behavioral Expectations**

Rural PAUD settings often rely on community-driven discipline approaches rooted in local traditions, while urban schools tend to adopt more standardized national or global classroom management models (Wardah Ningsih et al., 2020). For instance, in rural Sumatra, teachers incorporate traditional storytelling and folklore to instill discipline, whereas urban schools use structured reward systems and technology-driven behavior tracking.

**Teacher Training and Professional Development**

Urban PAUD teachers have greater access to professional development programs and workshops due to proximity to training centers and universities (Mahon et al., 2020). In contrast, rural teachers face logistical and financial barriers to attending such training, often leading to outdated teaching methods. In 2022, Data from the Indonesian Teacher Training Report shows that 78% of urban PAUD teachers receive annual professional development, compared to only 45% in rural areas.

**Infrastructure and Learning Environment**

Urban PAUD schools benefit from better infrastructure, including modern classrooms, digital learning tools, and access to extracurricular activities that support classroom management (Hikrawati, 2022). Rural schools, however, often operate with minimal facilities, making it challenging to implement structured classroom management techniques. Poor infrastructure also affects student motivation and discipline, as seen in rural West Java, where 60% of PAUD schools lack adequate seating arrangements (Department for Education, 2022).

## Conclusions

Effective classroom management in Early Childhood Development (ECD) is pivotal as it lays the foundation for children's cognitive, social, emotional, and character development. This study highlights several key strategies for managing ECD classrooms, including: (1) creating a child-friendly, safe, and stimulating physical and psychological environment; (2) implementing positive discipline to help children understand social boundaries without fear or coercion; (3) empowering teachers as facilitators who can manage classroom dynamics and provide individualized attention; (4) adopting child-centered learning approaches that emphasize play and exploration; and (5) fostering collaboration between teachers and parents to support holistic child development. These strategies are essential for creating an inclusive, engaging, and supportive learning environment that aligns with the unique cultural and developmental needs of children in Indonesia.

However, the implementation of these strategies faces significant challenges, such as limited resources, high teacher workloads, and insufficient training opportunities. To address these issues, this study recommends: (1) enhancing teacher competency through regular training on effective classroom management and child-centered approaches; (2) improving ECD facilities and educational resources to create a more conducive learning environment; (3) developing policies that support tailored classroom management strategies and provide clear operational standards for ECD institutions; (4) strengthening collaboration between teachers and parents through structured communication and joint activities; and (5) conducting further research to explore the effectiveness of classroom management strategies in diverse Indonesian contexts, including the influence of socio-economic and cultural factors.

Additionally, bridging the gap between theory and practice requires innovative, localized solutions. For instance, community-based teacher training programs can provide continuous professional development by leveraging local resources and mentorship. Culturally relevant classroom management frameworks that integrate traditional practices, such as storytelling-based discipline, can enhance effectiveness in rural areas. Financial and professional incentives, such as housing support and micro-credential certifications, can also help retain teachers in underserved regions.

This study contributes to the growing body of literature on ECD classroom management by offering culturally relevant insights and actionable recommendations for educators, policymakers, and curriculum developers. By addressing the unique challenges faced in Indonesia's diverse educational landscape, this research aims to support the development of more effective classroom management frameworks, ultimately improving learning outcomes and fostering the holistic development of young children

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